

# Viking Artefacts

A set of information cards which can be extra prizes in the Trading Game or can be used on their own for a 'Transformation' activity.

Any extra research by the children can add to these.

**Beserker**



This is a carved walrus ivory chesspiece was found in Lewis in the Hebrides. It represents a beserker: a champion fearless warrior who did not wear armour. Here he is biting his shield and looking very fierce.

**Amber**



Amber is fossilised pine resin from trees millions of years old. It washes up on the shores of the Baltic Sea. Sometime insects are embedded in it. The Vikings valued it for jewellery. Craftpeople in Jorvik, Hedeby and Dublin made necklaces and brooches from amber.

**Silver Hoard**



This is a hoard of silver probably buried by a Viking who planned to return to collect it. Vikings used silver for trade. They always carried scales to weigh it. Some of this silver was stolen in raids and some came from trading.

# Viking Artefacts

A set of information/role play cards which can be extra prizes in the Trading Game or can be used on their own for a Transformation activity.

We are planning to grow these into a class set but any extra research by the children can add to these. Please send any suggestions/additions!

Last updated: 14th June 2017

Webaddress: [www.collaborativelearning.org/vikingartefacts.pdf](http://www.collaborativelearning.org/vikingartefacts.pdf)

## Basic principles behind our talk for learning activities:

- Build on prior knowledge.
- Move from concrete to abstract.
- Ensure everyone works with everyone else.
- Extend social language into curriculum language.
- Provide motivating ways to go over the same knowledge more than once.

### COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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### BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences worldwide. The project posts online many activities in all subject areas. Our online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

# Viking Artefacts Cards

## Some suggestions for using these cards.

There are 24 cards at the moment but we aim to make a class set soon. Children or pairs of children could read their card first and then explain/present their item (we encourage them to do this while not looking at their card and only referring to it if they get stuck. See the summary sheet on [transformations](#)) to another child or pair (you may want to select pairs/groups in advance); then the pairs could join another pair and share information. In fours they could then think up one or two questions to ask the class. There may be children in the class who have information about these questions and can provide answers. Questions without answers could be stored up/written down for discussion later on.

Another possibility is to pair the cards in advance and for pairs of children to present their information to the rest of the class.

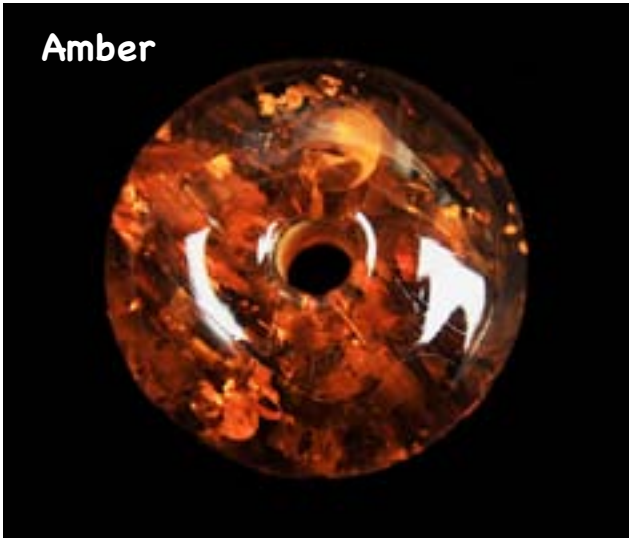
The idea here is to encourage the sharing of information, the finding of links, formulating questions and building confidence in talking with enough volume and confidence to larger and larger groups.

This session could be followed by opportunities to do further research on the items or to research new items. Pairs or groups could then feed back what they have discovered to the rest of the class orally, orally with pictures and diagrams or finally as a poster.

We would like to hear of any other ways in which you have used the cards.

## Viking Artefacts

### Amber



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### Byrding



A byrding is a small cargo boat. It is light to carry and can float in very shallow water in rivers. The Vikings used byrdings to trade between the homelands and the Black Sea. They carried valuable light cargoes from Baghdad and Constantinople. They carried them on wooden rollers between rivers..

### Cleaved Oak



Vikings were good woodworkers. This oak tree has been cleaved or split along the grain using wedges. First the log was split in half, then into quarters and then again and again until it became strong planks good for ships. These planks bend well and do not break when the ship is in rough seas. They built ships from overlapping planks and put the ribs in afterwards.

### Hogback Tombstones



These tombstones covered Viking graves in the north of England. The carvings show an army meeting another army and men riding on serpents. Although many Vikings become Christian, they still kept and used the symbols of their earlier religions.

### iron Ingot



There was plenty of iron in Viking lands. The Vikings produced these ingots and traded them. Weaponsmiths in Jorvik and Dublin turned these ingots into swords and axes, cooking pots and armour, helmets and shield bosses, chains and nails for ships.

### Silver Hoard



This is a hoard of silver probably buried by a Viking who planned to return to collect it. Vikings used silver for trade. They always carried scales to weigh it. Some of this silver was stolen in raids and some came from trading.

### Hearth or Fireplace



This is a long hearth in a Viking Longhouse. It is in the middle of the main room and the smoke goes out through a hole in the roof. The fire was used for cooking and keeping warm. During the day people sat and worked on seats round the walls and slept on the ground with their feet towards the fireplace.

### Carved Dragon



This dragon is carved from wood. Vikings placed these carvings on the bow of their longships when they went on a raid.

## Viking Artefacts

### Runestone



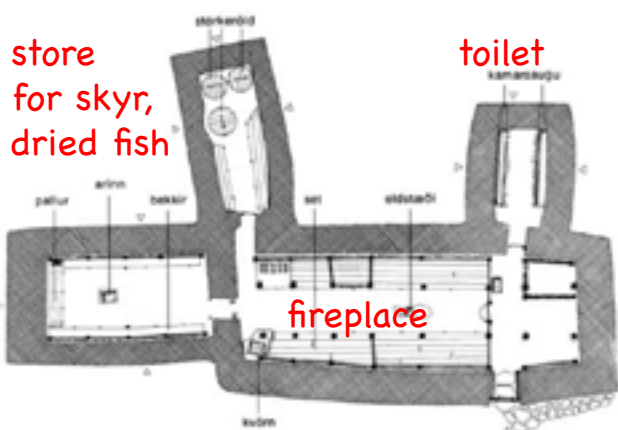
Runestones were set up to celebrate a place, a person or an event. They have a short message written in runes. Runes are easy to carve in stone because they are all in straight lines.

### Viking Longhouse



This is a replica of a Viking longhouse in Iceland. It is built of stones and wood and covered with grass turves. It is a copy of a farm at Stoeng which was buried under volcanic ash.

### Plan of Viking Longhouse



This is a plan of the farm longhouse at Stoeng in south west Iceland. Archaeologists have found a longhouse at Borg in the Lofoten Islands which is 83 metres long.

### Wooden Bowls and Cups



These bowls and cups were found at Jorvik. They were carved on a pole lathe. They were used for eating, drinking and serving food. Bowls like this are still made, sold and used in Scandinavia.

### Loom



Every longhouse had a wooden loom like this modern replica. They were used for making long strips of woven cloth. These cloths were joined together to make sails for ships and clothing.

These clay loomweights were found in Jorvik.



### Cowrie Shell



This shell comes from the Indian Ocean. It was found at Jorvik. Vikings travelled and traded over long distances and this shell had travelled over two thousand miles.

### Beserker



This is a carved walrus ivory chesspiece was found in Lewis in the Hebrides. It represents a beserker: a champion fearless warrior who did not wear armour. Here he is biting his shield and looking very fierce.

### Bone carving

These pins are made of bone and were used to hold clothes together.



These bones are carved into ice skates. Viking tied them to their feet with leather straps. Vikings used bone for a lot of objects.

### Fermentation Barrel



This barrel contained whey from making skyr. The lactic acid in whey preserves fish and meat. Vikings made a lot of preserved food. They had to kill a lot of animals in the autumn because they did not have enough food for them.

### Cooking Pots



This cooking pot was made in the Danelaw. The wiggly decoration makes it a stronger pot.

### Disc Brooches



Both Vikings and Anglo Saxons used these brooches to fasten their clothing. They are made of brass, copper, tin or silver. They are often highly decorated. The designs are very popular today. Many replicas are made.

### Locks and Keys



These locks and keys were found in Jorvik.



### Viking Food



Dried fish and smoked lamb lasted all winter. Raiders and traders took these foods on their ships. Dried fish also was carried on ships to trade for other goods.

### Skyr and Mysa



Skyr is a cheese made by the Vikings and is still made in Iceland. You heat milk until warm and leave it until it begins to go solid. Then you strain it. Skyr lasts a long time in cold weather. The whey (mysa) that drains out of the skyr is used for preserving fish and meat.



### Two Axes



Vikings made their ships with the axe on the left. They used the axe on the right for raiding and attacking their enemies. There is not a big difference between these two axes.

### Comb



Both Viking men and women had long hair so they needed combs like this one. It is made of deer antler. They also probably had lice in their hair.